

ALTERNATIVE REVENUE Executive Summary

Charge to the Alternative Revenue/Resources Committee:

The Alternative Revenue/Resources Focus Area Team was charged with creating a series of potential alternative revenue sources to enhance ECC's financial future through assessing opportunities for alternative revenue sources available to the institution.

Desired Outcome:

To assure appropriate funding to meet ECC's needs.

How Recommendations link to fulfillment of the Vision, Mission and Core Values

Delivering quality post-secondary education continues to cost more while the traditional sources for funding programs and operations are increasingly constrained. Therefore ECC will have to tap additional sources of revenue to keep pace with growing enrollments, with infrastructure development, and academic needs. ECC's core values begin with quality teaching in a multicultural setting with community needs at the heart of the enterprise. As the regional economy changes, the needs of all students are considered, and the evolution of collegiate teaching and learning systems continue, additional methods for underwriting people and programs will become necessary.

Focus Area Team Summary List of Recommendations

1. Expand evening/summer/weekend degree programs
2. Expand contracted 'Fee for Services' programs with services provided by students.
3. Evaluate Alternative Land Use options for all campus venues as part of facilities master planning process
4. Develop and build a new, single Campus designed for multi-use for students and the community.
5. Build Housing/Dormitories to create a traditional campus life setting
6. Proactively pursue selling Naming Rights to campus sights (through the Foundation)

Resultants International, Inc. Summary List of Recommendations

1. Deepen partnership relationships with business and industry
2. Deepen partnership relationships with the community
3. Deepen partnership relationships with educational institutions
4. Develop a comprehensive resource enhancement strategy
5. Develop aggressive grants and contracts capabilities
6. Provide strategic alignment of programs
7. Establish native alumni programs
8. Establish full range of advancement and development programs
9. Market ECC capabilities and services
10. Provide speaking and consulting opportunities to faculty
11. Establish institutes and centers that are self-supporting
12. Maintain excellent contacts with governmental officials at local, regional, state, and national levels
13. Consider private development of college lands
14. Consider private sector partnerships for construction/development
15. Extend certification and noncredit programming both in terms of programmatic scope and geographic reach
16. Extend distance learning through more weekend/summer/evening sessions

17. Secure certification rights from agencies and companies like Microsoft, Novell, or OSHA, to name but three
18. Create sales/lease models for buildings and/or building use
19. Create academic venture capital partnerships with economic development agencies
20. Expand ECC's service region into Canada and throughout Western New York
21. Partner to provide services to companies coming into the region

Focus Area Teams Alternative Revenue Recommendation #1

Expand evening/summer/weekend degeed programs

JUSTIFICATION

More students could be attracted which would increase tuition, especially if they are out of market students.

Action Plan

1. Determine what is currently offered and the success rate
2. Which programs would constituents (employers or employees) want, times, days, etc.
3. Secure agreement by administration and faculty to support a program for a specific amount of time
4. Develop marketing strategy
5. Do cost benefit analysis
6. Get Buy-in from faculty, administration and students

Cost of Strategy 1: 5-year projection: Net revenue flow + \$1.5 million

- i. Expanded non-credit offerings: \$5 million (\$100/person*50 new programs * 1,000 people)
- ii. New staff and instructors: \$2.5 million (50%)
- iii. Marketing and support: \$1 million (20%)

Focus Area Teams Alternative Revenue Recommendation #2

Set up contracted 'Fee for Services' programs with services provided by students.

JUSTIFICATION

ECC should expand programs that create Services for Fees. While there is some fee-based work available at ECC, the concept is expanded to include a range of potential opportunities to generate additional funds, create self-sustaining entities, to provide educational internships and practica for students, to extend the influence of ECC throughout the region, to implement model programs, and to attract grants and contracts. Some examples include dental and vehicle maintenance services.

Fee for service programs would likely have lower overall initial costs (fees defray expenses, but do not completely eliminate them until programs are established), training costs would be minimal, student competencies could improve more quickly and higher job placement ratios would likely follow.

Action Plan

1. Explore offering expanded services in Dental Tech¹ as an Approved Medicaid Vendor for Department of Health services.
2. Explore offering automotive maintenance services such as oil change and lube services from the Auto Tech Center
3. Conduct a market research study to identify programs that constituents (employers or employees) might want including times, days, etc.
4. Investigate/determine legal requirements, potential conflicts of interest, and potential liabilities
5. Review infrastructure to determine what changes would be required for support
6. Determine, if there is a stable population of students to continue the services
7. Create a plan to secure buy-in from the legislature, board of trustees, faculty, administration, unions, students and the private sector.

Cost of Strategy 2: 5-year projection: Net revenue flow + \$1 million

- i. Dental Technology: \$250,000/year (\$50/person average visit * 20 people/day * 250 day operations)
- ii. Auto services: \$250,000/year (same metric)
- iii. Cost of Operations: \$1,500,000

Community College Model Programs:

A review of the community college systems in the 50 largest metropolitan areas indicates that all colleges provide services for fees, in keeping with the missions of the colleges and regulations of the regions and states that govern the colleges. For example, technical colleges offer services to the public for computer repair, HVAC repair and diagnosis, and automotive repair. Colleges with service-oriented programs provide catering services, fashion and personal services, and educational or childcare services. The review indicated that the most common process for developing services for fees was:

1. Review the college's program inventory;
2. Match program capabilities to community needs;
3. Create 'business-within-a-business' plan;
4. Launch service-for-fee program with 3-year review built into the model.

Almost everything that ECC does can be considered as a potential service-for-fee enterprise. The most likely successes are those that relate strongly to ECC's mission and programs and meet community needs. Model national programs

¹ ECC currently has more than 175 students enrolled, making it the nations largest two-year program.

include: Maricopa (AZ) Community College, Dallas (TX) Community College System, Dade County (FL) Community College; Portland (OR) Community College, and Seattle (WA) Community College.

The largest component of most community college's sales is continuing education. What has changed in the past few years is that the delivery of continuing education has broadened from on-site, single instructor models to the use of distance education models.

Focus Area Teams Alternative Revenue Recommendation #3

Evaluate Alternative Land Use options for all campus venues. ECC should find ways to implement more **Efficient Land Use** to provide for alternative revenue streams, innovative academic partnerships, business development enterprises, and community and cultural arts programs, recreational use, leased space, just to name a few.

JUSTIFICATION

ECC land would house campus functions and a wide variety of alternate uses. The extension of land use would allow for alternative revenue streams, innovative academic partnership, business development enterprises, and community and cultural arts programs, to name a few. In addition, to a broader use of ECC's land, ECC would also be available to its constituencies in many places throughout the service region – from a virtual presence to internships to leased space for special programs, the concept of customization and optimization of resources would be part of the ECC culture.

Alternative land use could provide a possible infusion of cash and enhanced visibility of the college that could translate into additional students. Joint developmental partnerships could free capital for reinvestment in other areas.

Action Plan

1. Empanel development teams made up of all interested constituent groups proximate to each campus
2. Include development teams in the Facilities Scenario Modeling process
3. Identify most desirable land sources for alternative use
4. Explore creation of multiple ice rinks at the South Campus
5. Consider moving the Vehicle Tech Center to the South Campus
6. Explore building a wind farm on the South Campus
7. Explore building housing, hotels and/or restaurants on North or South Campuses
8. Explore private development of land that may be deemed excess at the North Campus
9. Cost benefit analysis, including cost avoidance
10. Make a wish list of what/needed/desirable is wanted in and out of the college

11. Determine legal constraints
12. Get buy-in from College Board, county legislature, SUNY, Administration, Faculty and the Community

Cost of Strategy 3: 5-year projection: Net increase in revenues of \$5.5 million

- i. Ice rink (assumes ECC partnership and revenue sharing):
\$500,000 million in new revenues
- ii. Private development of acreage: Net revenue of \$5 million
(Lease of land for average of \$10,000/acre/year * total of 100 acres leased*5 years (assumes no development time) (Note: Aggregated estimate as the lease may be for square footage, assignable space or other methods, depending on the lessee and the development partners. Also assumes infrastructure development costs underwritten by partners.)

Community College Model Programs:

- Carteret Community College (Morehead City, NC) Transformation of a college's negative public image, by improving community and media relations, and leading to a successful passage of two bond referenda worth \$14 million.
- W.K. Kellogg Community Partnerships: Ten regions and communities that worked with universities and community colleges in developing land and the community. The communities were Bay Mills, MI, state of New Mexico, Chelsea, MA, Chicago, IL, Cleveland OH, Kalamazoo, MI, Long Beach, CA, Miami, FL, Pittsburgh, PA, State of Tennessee. The document is available at <http://www.wkcf.org/Knowledgebase/Pubs/Categories.asp?CID=149>
The Kellogg Foundation funds community development grants that bring together educational, business, and governmental agencies to improve the region.
- Additional land use information and expertise can be found at the following agencies and organizations:
American Farmland Trust , American Planning Association, California Planning News Wire, Center on Urban and Metropolitan Policy, Brookings Institution, Community Defense Counsel , Ecolq, International Code Council , Maryland Smart Growth Program, Metropolitan Area Research Corporation, Michigan Land Use Institute, One Thousand Friends of Washington Oregon Land Use Information Center, Pace Land Use Law Center, Planetizen (Planning and Development), Planners Web : Planning Commissioners Journal, Planning and Law Division : APA , Planning Resource Directory: Cyburbia, Rocky Mountain Land Use Institute

- Example of college partnership development of land: San Diego State University. (Descriptive map on following page)

Project Sites:

A CORE SUB-AREA

- Student Housing
- Commercial Mixed-Use
- Religious Centers
- Fraternities and Sororities

The land-use program includes: residential apartments ranging from 1,538 to 2,050 units; eighteen fraternities and expansion provisions for three new houses; twelve sororities and expansion provisions for five new houses south of Montezuma Road; relocation of six religious centers in a campus setting along the southwest side of Lindo Paseo; and retail space from 250,000 to 300,000 square feet, serving local community and the University.

B 55TH STREET SUB-AREA

- Faculty/Staff Housing
- Graduate Student Housing

The land-use program includes: 500 to 600 residential units.

C ALVARADO ROAD SUB-AREA

- University-Serving Office/..Research & Development

The land-use program includes: 600,000 square feet of new office space, serving University staff; and 110,000 square feet of research and development space.

D LOT A SUB-AREA

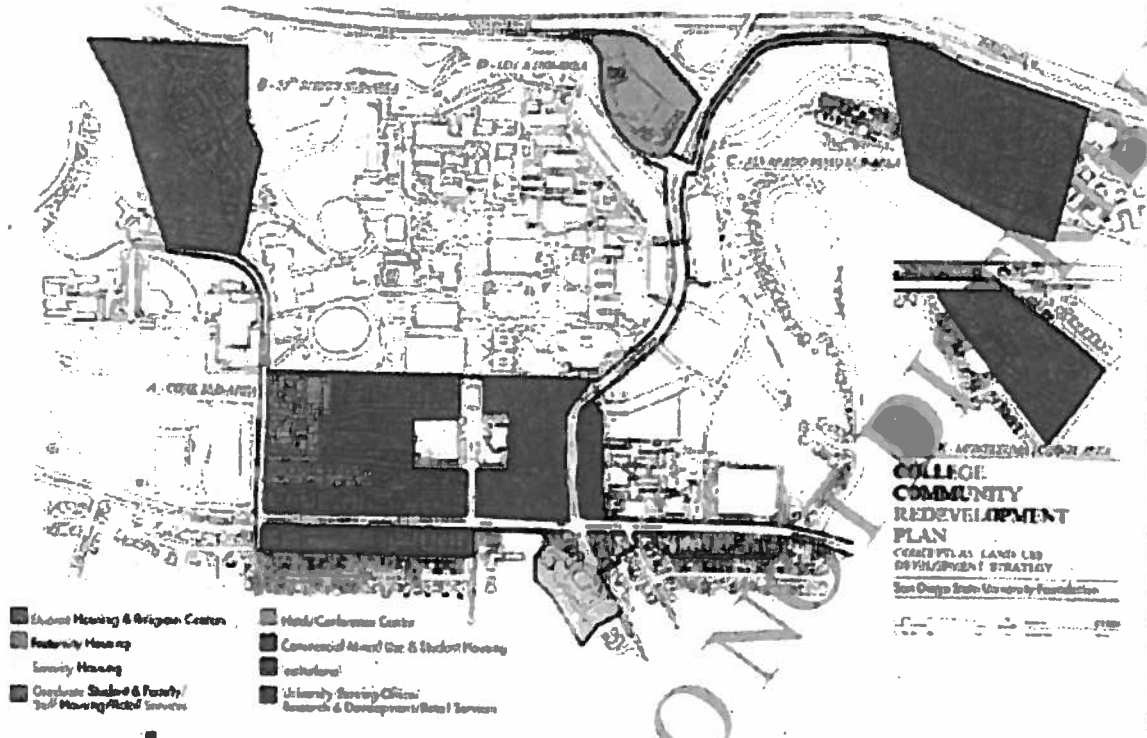
- Hotel/Conference Center

The land-use program includes: a hotel/conference center ranging from 150 to 300 rooms with 15,000 square feet of conference space, serving the University and the community.

E MONTEZUMA SCHOOL SUB-AREA

- Institutional

The land use program includes community-based uses such as: a daycare and preschool; a library; a community park; and the potential opening of a public or private pre-K through eighth grade elementary school.



Focus Area Teams Alternative Revenue Recommendation #4

Develop and build a new, single Campus, designed for multi-use for students and the community.

JUSTIFICATION

One New Campus could provide long-term expense avoidance, provide a one-college identity, help rebuild the community, and increase enrollment in the long-term. However, return on a new campus would likely be extremely long-term and questions of affordability must be addressed. Resultants International, Inc. consulting group express the same concerns about this option as noted in the previous Facilities Focus Area section, pages 4 and 10-21.

Action Plan

1. Empanel a development team of interested and affected constituents
2. Conduct an extensive cost benefit analysis, including cost avoidance analysis
3. Explore and identify possible locations
4. Address the issues of accessibility and transportation
5. Solicit visionary design concepts

6. Get buy-in from College Board, county legislature, county administration, all levels of government, SUNY, Administration, Faculty, Community and students

Cost of Strategy 4: 5-year projection: Costs of \$25 million

- i. New campus construction: Assuming \$100 million bonding, the annual additional cost would be estimated at \$5 million/year (indebtedness, staff, technology, etc.)

Model Programs and Supporting Data:

- The Campus Ecologist - E-zone on campus planning and design issues
- Campus Planning Group - University of Massachusetts Amherst; sponsored by the Dept. of Landscape Architecture
- Dober, Lidsky, Craig and Associates - Campus Design and Facility Planning; their web site has a section of articles written by the firm's principals on various issues in campus planning and design
- Formative Landscapes: The planning, architecture, and rhetoric of American collegiate campuses.
- Society of College and University Planners
- The Year of the Campus Website
- St. Petersburg Junior College - Technology Campus: Their website articulates the connection between the physical and "electronic" campus.
- Facilities Scenarios For Higher Education?
Fides Matzdorf & If Price & Fari Akhlaghi
Facilities Management Graduate Centre Sheffield Hallam University
- New University Tries to Be a Model in Use of Technology: Florida Gulf Coast U. hopes to innovate in teaching, and to save money in the process
Chronicle of Higher Education, 12 Dec. 1997
- The Virtual Clinical Campus: Empowering Community-based Education with Information Technology Charles P. Friedman, Ph.D., University of Pittsburgh Center for Biomedical Informatics

Focus Area Teams Alternative Revenue Recommendation #5

Build Housing/Dormitories to create a traditional campus life setting.

JUSTIFICATION

Housing would possibly generate increased enrollment, especially for those students who are out of market and are looking for an open-access college with enhanced campus life vs. a commuter environment.

Action Plan

1. Conduct a market analysis study to identify possible users including out of market students
2. Explore successful models of community college housing
3. Develop a cost/benefit model for the Western New York region
4. Identify possible locations
5. Get buy-in from College Board, county legislature, county administration, all levels of government, SUNY, Administration, Faculty, Community and students

Cost of Strategy 5: 5-year projection: Revenues of \$.5 million

- i. New housing construction: Assuming public-private partnership, the annual additional income would be up to \$100,000, assuming 500 units leased.

Focus Area Teams Alternative Revenue Recommendation #6

Proactively pursue selling Naming Rights to campus sights (through the Foundation)
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JUSTIFICATION

Naming Rights could produce increased revenue on an immediate basis. It would also create exposure and possibly build good will with certain segments of the community.

Action Plan

1. Inventory assets to be named
2. Set up boiler plate agreements, what can and cannot be done
3. Develop a marketing strategy
4. Secure buy in from College Board, administration, county government and the College Foundation

Cost of Strategy 6: 5-year projection: Revenues of \$5 million

- i. Naming rights and other gifts: \$2.5 million (\$500,000/year for 5 years)
- ii. Additional staff and expenses in fund-raising (\$250,000/year for 5 years)

- iii. Additional revenues if capital campaign undertaken at same time rights are being negotiated (\$5 million)

Supporting data on naming rights:

- Policies: Examples:
 - Murdoch University:
<http://www.murdoch.edu.au/ofm/policies/naming.html>
 - Michigan Technological University:
<http://www.admin.mtu.edu/admin/boc/policy/ch15/ch15p2.htm>
 - University of California – Berkeley:
<http://smcp.vcbf.berkeley.edu/policies/princname.htm>
 - Illinois State University:
http://www.policy.ilstu.edu/policydocs/facilities_naming.htm

Resultants International, Inc. Alternative Revenue Recommendation #1

ECC should foster and sustain strong relationships with the private sector to have strong Partnerships with Business/Industry.

JUSTIFICATION

While partnerships are currently in place all across ECC with companies like General Motors, Ford Motor Company, Perry's Ice Cream, Dupont and Motorola in the future ECC should tailor programmatic offerings to specific client needs faster, less expensively, and even more effectively than today. Industry would look to ECC for its training and certification needs, would be a partner in defining and supporting programs, and would participate in ECC's development and funding. ECC would participate in business and industry through internship, technology transfer, growth support, employee development, and as a partner in economic development.

Tactical Action Plans

See Recommendations 5-21 of this section

Community College Model Programs:

The Knowledge Net: Connecting Communities, Learners, and Colleges is published by the American Association of Community Colleges and the Kellogg Foundation, is considered the definitive look at recommendations for community college strategic development. Highlighted recommendations include:

Employers and the Economy

- view the preparation and development of the nation's workforce as a primary part of their mission and communicate to policymakers the uniqueness of this community college role.
- view basic literacy, English-as-a-second-language, and remedial programs as essential parts of their mission with positive effects on democracy and economic life.
- provide people with the academic, technical, and workplace social skills necessary for successful careers.
- expand services to support emerging, existing, transitional, and entrepreneurial workers.
- meet regularly with employers to establish processes for timely curricular, policy, and scheduling revisions that reflect new regulations or changing market needs and practices.
- collaborate with public and private human resource providers to reduce duplication and optimize coordination of services.
- develop strategic plans for global awareness and competence that respond to the needs of their community's learners, businesses, and institutions.
- increase and expand programs for global understanding, including language and culture that will help connect the various cultures in their own communities.

The following colleges have been recognized for Overall Excellence in Partnerships with Business/Industry: (ref: CCRC Brief, December 1999)

- a. Itawamba CC, Fulton, MS
- b. Mission CC, Saratoga, CA
- c. DeAnza CC, Cupertino, CA

U.S. Department of Education's Learning Anywhere Anyplace Partnerships (LAAP): has recognized the following colleges for their Excellence in Developing Relationships with Local Communities;

- a. Northern Virginia Community College, Arlington, VA
- b. Portland Community College, Portland, OR

The following have been recognized for Excellence in Meeting Changing Needs of Higher Technology Industry by AACC:

- Calhoun Community College, Decatur, AL

- Forsyth Technical Community College, Winston-Salem, NC
- Brevard Community College, Cocoa, FL

The following have been recognized for Excellence in Meeting Changing Needs of Nursing Industry by AACC

- a. Montgomery College, Kingwood, TX
- b. Macomb Community College, Warren, MI

The following have been recognized for Excellence in Corporate - College Best Practices

- a. Anne Arundel Community College, Arnold, MD
 - b. Sinclair Community College, Dayton, OH
- Los Rios Community College, Sacramento, CA

Resultants International, Inc. Alternative Revenue Recommendation #2

In the future ECC should foster and sustain strong Partnerships With the Community, whether in the arts, athletics, personal growth, or regional outreach. One example is a joint partnership to provide an on-campus Training Center for Erie County Fire and Police. Other examples might include expanded athletics programs enjoyed by the public, summer camps for children from across the state and the nation, conferences, seminars, and public forums. If the City campus is expanded, consideration should be given to connecting a part of the campus to the downtown Erie County Library.

JUSTIFICATION

Further examples might include expanded athletics programs enjoyed by the public, summer camps for children from across the state and the nation, conferences, seminars, and public forums, i.e. an annual Western New York Regional Development Forum. The ECC of the future would be viewed as an indispensable center of the community for activities that benefit the community socially, intellectually and personally. In turn, the community would view ECC as the institution most responsible in the region for offering lifelong learning opportunities, skill development, and training in addition to its current catalog of offerings. Thus, ECC in the future would be perceived both as a 'college' in the contemporary sense, and as an 'educational utility,' analogous to other public utilities like electricity and water. That is, ECC would be useful to everyone, used by everyone, and accessible to everyone, according to his or her needs. The concept of educational utility also implies the responsibility ECC would have to be responsive and affordable.

Tactical Action Plans

See Recommendations 5-21 of this section

Community College Model Programs:

- a. Chemeketa Community College, (Salem, OR) features community programs such as 'New Workforce,' a series of programs for life and work transition; 'Life Skills for Independence,' a personal development and career planning for the community; 'The New Workforce Resource Center,' a current information source for local community resources such as housing, food, clothing, child care or legal problems; 'The Trio Program,' a support service for first-generation, low-income, or disabled students and potential students; and the 'The Family Investment Center,' a program for low-income and out-of-work citizens.
- b. Houston, (TX) Community College coordinates the City of Houston Enhanced Enterprise Community to address economic blight, bridge the digital divide, strengthen community organizations, and help develop micro and small businesses. HCC (Southeast Campus) collaborates with the City of Houston, Covenant Community Capital Corp., Houston Hispanic Chamber of Commerce, Houston READ Commission, Urban Business Initiatives, LULAC, and other local organizations
- c. **The Knowledge Net: Connecting Communities, Learners, and Colleges.** Published by the American Association of Community Colleges and the Kellogg Foundation, and relying on input from the field and critical analysis of trends, the publication is considered the definitive look at recommendations for community building. Highlighted recommendations include:

Civic Role

- use its widespread community prominence and accessibility to help forge positive relationships among diverse segments of society.
- assess their community's needs and assets and implement appropriate programs to cultivate and enhance current and future community leaders.
- provide learners with an array of experiences to help them gain civic awareness and skills that will enhance their participation in a democracy.
- be exemplary institutional citizens and leaders in their communities.
- encourage staff and students to become active participants in community activities.
- support the arts in its communities, foster partnerships that support cultural events, and strengthen programming when the college serves as the community's cultural focus.

Governance

- work with the state and county governments to recognize and respect the role of locally connected governing boards in representing community and college interests.

- assure that the governing board must communicate the characteristics of effective trusteeship and cultivate future trustees who exhibit those qualities.
- define the role of the governing boards clearly and commit to represent the interests of the community.
- assure that the trustees and the college's chief executive officer act as a leadership team and respect their differing leadership roles.
- provide opportunities for trustees to participate in local, state, and national in-service training.

Finance

- advocate for funding flexibility to support expanding programs that are not based solely on full-time-equivalent criteria.
- make their case for greater funding to accommodate increased enrollment and service needs, by using a strategic approach and seeking political allies who share common goals.

- d. Metropolitan Life Foundation sponsored a number of *Community Outreach in Associate Degree Nursing Programs* in Mississippi, Virginia, New York, California and Florida.

This is an example of a joint community/college project that secured funding from a foundation. ECC might adopt a similar approach. The following information comes from an abstract published by the American Association of Community Colleges, Washington, DC.

In January 1995, five community colleges were selected to participate in a year-long project to implement new teaching methods in associate degree nursing programs to better meet community needs. Supported by the American Association for Community Colleges, with seed money from the Metropolitan Life Foundation, all of the projects also had significant financial support from their colleges and community partners and all continued beyond the grant period. The following projects were funded: (1) a seven-county rural health screening program established by Copiah-Lincoln Community College, in Mississippi, focusing on the health needs of youth and older adults and involving strong community partnerships; (2) a faculty and curriculum development initiative developed by Northern Virginia Community College and added to an existing service learning program involving a Mobile Nurse-Managed Health Center for underserved populations; (3) a model home care and community-based continuing education curriculum developed by Orange County Community College, in New York, the components of which were incorporated into the standard undergraduate nursing curriculum; (4) a home health elective course created by the Southwestern Community College

District, in California, which drew on the resources of four community colleges and was designed to be offered by each college in alternate years; and (5) a practicum developed by St. Petersburg Junior College, in Florida, using "clinical associates" in community health agencies to train nursing students to work effectively in community settings.

Resultants International, Inc. Alternative Revenue Recommendation #3

ECC should foster, sustain and expand strong **Partnerships With Educational Institutions**, whether pre-K to 12, colleges and universities, or professional organizations.

JUSTIFICATION

ECC could be a national model for involvement and excellence. In addition, ECC would seek economies of scale in education through joint ventures and resource sharing, as appropriate to the mission. Possible examples include: BOCES, Orchard Park and Williamsville schools where the partnership might include joint use/building of facilities with cross-institutional course offerings. Another possible strategy would be an Erie/Niagara Regional Community College that would build on the existing collaboration already in place for Allied Health.

The CLARUS study recommends expanding Transfer Agreements with Buffalo State and the University of Buffalo. Others could include similar agreements with private colleges as well; Canisius, D'Youville, Daemen, Medaille, Hilbert, Niagara University and Trocaire.

Tactical Action Plans

See Recommendations 5-21 of this section

Community College Model Programs:

The Knowledge Net: Connecting Communities, Learners, and Colleges is published by the American Association of Community Colleges and the Kellogg Foundation, is considered the definitive look at recommendations for community college strategic development. Highlighted recommendations include:

P-16 Connections

- develop partnerships and programs that help preschool through secondary school youth prepare for a lifetime of learning.
- develop partnerships that ease academic and personal transitions to baccalaureate and graduate-level education.
- fortify their role in preparing K-12 teachers by strengthening their science, mathematics, engineering, and technology programs.

- offer quality programs for teacher professional development.

Community colleges nationally are becoming more involved in teacher education and teacher preparation. Some of the more active examples are:

- Albuquerque TVI (NM) Community College
- Ivy Tech (IN) State College
- Community College of Philadelphia (PA)
- Maricopa County Community College District, Phoenix, AZ
- Cerritos College, Norwalk, CA
- Rio Salado College, Tempe AZ
- Prince George's Community College, Largo, MD
- Green River Community College, Auburn, WA

League for Innovation in Community Colleges Alliance + Program:

Alliance+ is a Department of Education funded project that prepares teachers to integrate technology into the curriculum in innovative ways that enhance student learning and support higher levels of achievement.

Alliance+ unites the expertise of 35 state, local, and higher education partners and builds on a training model that has been proven through extensive experience in the state of New Jersey. Alliance+ has been successfully implemented in Cleveland (OH), Phoenix (AZ), and Miami (FL). The project addresses three key needs shared by the participating states of Arizona, Florida, and Ohio. These include the need to:

1. Enhance and support student learning in core content areas,
2. Improve teacher content knowledge across the curriculum, and
3. Provide leadership through a network of locally distributed peer experts.

Alliance+ focuses on developing the abilities of classroom teachers while creating a training and support infrastructure designed to have a lasting, systemic impact beyond the life of the grant. Drawing on successful experience gained from over ten years of helping teachers use technology in the classroom, Alliance+ employs four discrete approaches in providing teachers with professional development. These approaches include the use of:

1. Supporting materials in a variety of formats,
2. The train-the-trainer outreach model,
3. Continuous follow-up and support, and
4. Community-college/K-12 school district partnerships.

Central to Alliance+ is the Savvy Cyber Teacher workshop series--three 30-hour in-service courses that address progressive applications of the Internet in K-12 education. Faculty from Maricopa Community Colleges, Cuyahoga Community College, and Miami-Dade Community College

participate in special workshops that prepare them to train mentor teachers from their corresponding local school districts (Phoenix, Cleveland, and Miami, respectively). These mentor teachers, in turn, use Alliance+ resources to provide training for colleagues in their home schools. Through both on-site and online training activities, Alliance+ will reach approximately 9,000 K-12 classroom teachers from 19 school districts, having a direct impact on over a quarter million children.

Partnerships Across International Boundaries

The following graphic lists U.S. Institutions who have relationships across International Boundaries.

U.S. Institution	State	Project	USAID Goal Addressed (all include Human Capacity Development)	Cooperating Institution	Country
Bronx Community College (New York)	New York	<u>Partnership for Educational and Workforce Development in the Midlands</u>	Human Capacity Development	University of Natal	South Africa
Community Colleges of Colorado	Colorado	<u>Employer Driven Partnerships Project</u>	Human Capacity Development	National Confederation of Industry	Brazil
Columbus State Community College (Ohio)	Ohio	<u>Tan-zania Information Technology Partnership</u>	Human Capacity Development	Dar Es Salaam Institute of Technology	Tanzania
Harford Community College (Maryland)	Maryland	<u>Russia Nursing Development Project</u>	Human Capacity Development	Moscow Medical College	Russia
Riverside Community College District (California)	California	<u>Riverside-Asmara Connection: REKEB</u>	Human Capacity Development	University of Asmara	Eritrea
Springfield Technical Community College (Massachusetts)	Massachusetts	<u>US/South African Telecommunications Project</u>	Human Capacity Development	Athlone Technical College	South Africa

Daytona Beach Community College	Florida	<u>Workforce Development Partnership - Mexico and the United States - Building a Stronger Economy</u>	Economic Development	Universidad Regiomontana	Mexico
Highline Community College	Washington	<u>Building Capacity for Workforce Development</u>	Human Capacity Development	National Access Consortium Western Gape	South Africa
Kapi'olani Community College	Hawaii	<u>Island Nation, Island State: Partnerships in Tourism Workforce Development</u>	Economic Development	Ceylon Hotel School Graduates Association	Sri Lanka
Kent State University, Trumbull Campus	Ohio	<u>International Environmental Technology Partnership</u>	Environment	Tashkent State University	Uzbekistan
Kirkwood Community College	Iowa	<u>Foreign Faculty Environmental Technologies Training Program</u>	Environment	Universidad Tecnologica de Fidel Velazquez	Mexico
Middlesex Community College	Massachusetts	<u>Middlesex Community College-Addis Ababa Commercial College-Lowell Small Business Assistance Center Partnership</u>	Economic Development	Addis Ababa Commercial College	Ethiopia
Paradise Valley Community College	Arizona	<u>Paradise Valley International Environmental Technology Workforce Development Project</u>	Environment	Universidad de Tecnologica de Tabasco	Mexico
Prince George's Community College	Maryland	<u>Net\Work: An Information Technology Workshop Development Partnership</u>	Human Capacity Development	Vista University	South Africa
San Diego Community College District	California	<u>The Borderlands Project</u>	Human Capacity Development	Centros de Capacitacion Tecnologica Industrial	Mexico

St. Louis Missouri
Community College

SLCC/Zambrana/Guyana
Land Survey

Human
Capacity
Development

Ministry of
Education

Guyana

SUNY of New York
Agriculture and
Technology
at
Morrisville

Development of
Municipal and Industrial
Wastewater Treatment
Operator Training
Programs at Mexican
Technological
Universities

Environment

Universidad
Technologica
de Tula-
Tepeji

Mexico

Example of Private Foundation Partnership with Education

Gates Foundation to Bankroll Creation of 70 'Early College' High Schools
The Bill & Melinda Gates Foundation announced that it will spend \$40-million to create 70 small high schools that will award both diplomas and associate degrees.

from 3/25/02 Chronicle of Higher Education

What the foundation calls "early college" high schools are designed to keep students from dropping out of high school or quitting college as freshmen. The program was unveiled at a news briefing at the City University of New York's LaGuardia Community College.

"The last years of high school are some of the most important developmentally and often squandered academically," said Tom Vander Ark, executive director of education for the Gates Foundation, whose partners in the effort are the Carnegie Corporation of New York, the Ford Foundation, and the W.K. Kellogg Foundation. "At these small schools, students will receive the personalized and accelerated learning they need to ensure a smoother transition to college or the workplace."

The \$40-million will be divided among eight groups that will work with universities and community colleges to create the high schools: Antioch University Seattle, Jobs for the Future, the KnowledgeWorks Foundation, the Middle College High School Consortium, the National Council of La Raza, SECME Inc. (formerly the Southeastern Consortium for Minorities in Engineering), the Utah Partnership Foundation, and the Woodrow Wilson National Fellowship Foundation.

In some cases, the groups will redesign existing small high schools. Early-college high schools typically have no more than 400 students and often are located on or near university or community-college campuses.

The Woodrow Wilson National Fellowship Foundation, which will get \$5.8-million from Gates, will help create nine such schools over five years.

The public schools it will create will be based on various models, including the Bard High School Early College, which was established last year by Bard College and the New York City Board of Education.

All of the schools in the Wilson Foundation program will be geared toward high-school juniors and seniors, who will take classes typically associated with undergraduate work at a liberal-arts college. Graduates of the schools would have enough college credits, in some cases, to enter college with sophomore or junior status, Woodrow Wilson officials said.

Other efforts include the National Council of La Raza's plan to use its \$7.2-million to create 14 early-college schools that will serve mostly low-income Latino young people. The Middle College High School Consortium will open five new small high schools and redesign 15 existing middle-college programs with its \$7.6-million. All its schools will be on community-college campuses, and students will enroll in high school and college-level courses.

Resultants International, Inc. Alternative Revenue Recommendation #4

Implement a comprehensive resource enhancement strategy to optimize resources from potential revenue sources.

JUSTIFICATION

From naming rights to alumni donations, from corporate gifts to planned giving programs, ECC's future depends on creating the institutional wherewithal to foster alternative sources of revenue, in addition to government funding and student tuition and fees. Colleges and universities across the nation have evolved toward multiple sources of funds. While ECC's current funding patterns maintain a given set of operations, the potential for additional revenue still exists. In brief, revenue enhancement means increasing the amount of the resources, whether money, people, capital equipment and construction, or other capabilities, and it means creating new revenue sources. Expanded resources might come, from cost savings, from growth, or from services. New sources of revenue might be from alumni, business and industry, foundations, individual donors, partnerships or new programs.

Tactical Planning First Steps:

Administrative team creates a task force to identify current and potential sources for alternative revenue utilizing the Comprehensive Resource Enhancement Matrix.²

Community College Model Programs:

As reported by the Educational Research Clearinghouse, a division of the Department of Education, The first community college foundation may date from 1922 at Long Beach City College. A handful were established between the 1940s and the 1950s, but the majority were begun after the late 1960s (Robison, 1984). The large-scale, organized, external fundraising now common at community colleges began as a result of the 1965 Higher Education Act and the federal funding opportunities that it offered (Keener, 1984). Community colleges began by tapping into the sources of external federal support offered through grants and contract competitions. In the mid 1970s the colleges began adapting the university and liberal arts college model of engaging other external contributors for private gifts (Keener, 1984).

² See ADDENDUM page xxiv for a detailed matrix with 23 types of resources and 8 possible sources per type.

The National Council for Resource Development (NCRD) has studied the characteristics of community college foundations. In a 1993 survey of the 1,140 member institutions of the American Association for Community Colleges (AACC), 542 of the 550 institutions responding reported having a foundation (Adams, Keener, McGee, 1994). Almost 30 percent reported endowments in excess of \$1 million in 1993. The wealthier foundations were: older; had one person specifically responsible for resource development; and relied more on contributions from non-college-affiliated individuals. By 1997, AACC estimates that virtually all colleges had foundations of one form or another.

Size of institution was unrelated to size of endowment; only 10 percent of the wealthier foundations were affiliated with colleges with student enrollment of over 20,000.

Originally, community college foundations focused almost exclusively on soliciting contributions toward capital campaigns. Now, their mission has expanded to include other objectives, such as "friendraising," involving community leaders in college activities, and enhancing the image and visibility of the college (Anderson & Snyder, 1993).

As the mission has broadened, so has the repertoire of fundraising strategies. Practices common to four-year colleges and universities are being adapted to the community college. Annual fund drives, planned and deferred giving, capital campaigns, special events, business partnerships, and grants acquisition have all been undertaken. Planned giving programs and the cultivation of business partnerships have recently gained attention.

Edwards and Tueller (1991) describe planned giving as the future of fundraising. Planned gifts are generally large contributions of accumulated assets, real estate, stocks, bonds, trusts, and paid-up insurance policies that require the oversight of a contributor's financial advisors. One form is the charitable remainder trust, where the community college foundation is allowed to sell a donor's stock and reinvest it to produce a higher return for the donor, without paying capital gains tax. Upon the death of the final beneficiary, the foundation receives the remaining assets in the trust while the donor receives a tax deduction for the estimated remaining amount at the time of the gift. These kinds of giving programs are appealing to donors because they provide a service, allowing the foundation to share its tax-exempt status with donors.

Green River Community College, a case in point, was able to work with a potential contributor to design a mutually beneficial plan for giving. The college obtained 20 acres of land contiguous to its campus through a bargain sale agreement. The agreement required the college to pay only one-quarter of the value of the appraised value of the land, allowing the donor to receive a tax deduction for the difference between the bargain price and the appraised value (Edwards and Tueller, 1991).

Many examples of collaboration exist between private businesses and community colleges. One such innovative partnership is found at Sacramento City College.

Teaming up with Pacific Bell, students in the college's electronics and computer science programs refurbish aging computers provided by the company, which are in turn passed on to local school systems for use (Adams, Keener, and McGee, 1991). At Long Beach City College, a collaboration with McDonnell Douglas Employees Community Fund has led to the development of an adapted physical education program for elderly stroke victims. The program relies on the combination of special equipment provided by McDonnell Douglas and customized physical education courses offered at the college.

The business community can be solicited for contributions by placing emphasis on the beneficial returns in the form of graduates who are equipped with skills in demand in the workforce (Scott, 1991). Through partnership, a community college foundation and a company can develop plans of funding that cover the costs of equipment or training students in areas pertinent to that company. While such collaborations may be developed without the involvement of the community college foundation, the expertise of the fundraising staff along with the benefits of the tax-exempt status make the foundation a valuable participant.

Beyond the development and implementation of a mutually beneficial plan for funding, recognition of benefactors for their contribution is fundamental. Going beyond saying thank you, community college foundations should tailor their recognition efforts to what would "thrill the donor." Formal recognition through awards, banquets in the donor's honor, as well as media exposure cultivate long-lasting and financially fruitful relationships with individuals and businesses in the private sector (Adams, Keener, and McGee, 1991). On the other hand, there are cases where donors may request to remain anonymous; this must be respected to maintain the relationship and not jeopardize future contributions.

How well are community college foundations using the money that they have raised? Typically, their investment policies are very conservative, limiting an investment portfolio to "direct obligations of U.S. government-sponsored agencies, certificates of deposit up to the maximum insured at federally insured financial institutions, and mutual funds that invest in securities" (Riggs and Helweg, 1996). However, many conservative organizations such as Eastman Kodak, the Illinois Teachers' Retirement System, and the World Bank are utilizing derivatives such as commodity futures in their portfolios. Community college foundations can consider these options, while carefully weighing the trade-off between more risky investments and the corresponding reward. The Butte College Foundation accomplishes this by convening its Finance Committee quarterly to discuss portfolio diversification and the target rate of return of investments, and consulting outside professional brokers and agents at its discretion (Anderson & Snyder, 1993). Another investment option is that provided by the Common Fund, a 25-year old organization that offers investment advice and management to colleges and schools. With 1,300 members, the Common Fund oversees more than \$17 billion of its member's assets (Nicklin, 1997).

No matter how sophisticated the fundraising strategy or investment policy, the effectiveness of the community college foundation is contingent on the institutional image. According to Keener, Ryan, and Smith (1991), important elements in the development of a positive institutional image are:

- Involvement of the college trustees, president, faculty, and staff in the community;
- Experiences of local employers with students;
- Services that are responsive to the needs of students and the community;
- An attractive campus with well-groomed grounds and well-maintained buildings; and
- Most importantly, the quality of education received from the college.

The significance of marketing and institutional image is further reinforced by a six-year study of community college fundraising, sponsored by the Council for the Advancement and Support of Education. The study found that those colleges that are the most successful in fundraising have two characteristics in common--a strong marketing program and widespread community support (Keener, Ryan, Smith, 1991).

Community college foundations play an essential role in the future of community colleges. Garnering private financial support, they function to bring together and formalize the relationship between the institution and the community. Details in the organization and the fundraising strategies of the foundation are important, yet more critical are the human factors - the establishment of mutual relationships with individuals and businesses, the appropriate recognition of contributors, and the advancement of positive perceptions of the college in the community. All in all, development professionals specifically trained in both the technical aspects and the human factors of fundraising are essential to the success of the foundation.

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ALTERNATIVE REVENUE Supporting Data

George K. Baum and Company, New York, NY

Student Housing For Community Colleges

Historically, community colleges have been widely regarded as institutions with a local, short termed relatively technical education mission. Over time, those preconceptions have been challenged by a series of realities. However, in New York State, despite the fact that many community colleges have strong demand for student housing, no form of public reimbursement exists to stimulate the development of that housing. In spite of that difficulty, several community colleges have closely investigated the development of such housing and a small number have actually financed apartment style housing facilities.

Herkimer County Community College ("HCCC")

HCCC is a community college located in the Central portion of the state. A significant percentage of its student body originates from outside the County. The College is located in a fairly rural location where the supply of suitable student housing, which is provided by the private sector, is limited. Recognizing these realities as significant business opportunities, a private developer purchased land immediately adjacent to the campus, built apartments thereon and made a profit renting those units to the College's Students. However, after a couple of decades of operation, the developer expressed an interest in selling these projects to the College. The College was interested. It was motivated by several issues including: the desire to solve "town and gown" issues which had arisen in the operation of the project, the desire to acquire attractive assets immediately adjacent to its campus, the desire to ensure that its student body would continue to enjoy safe and sanitary housing at affordable prices, and the desire to capture the positive excess cash flow which was produced by the projects.

The solution, which the College employed, was to utilize its Foundation as the acquiring entity. The Herkimer County Industrial Development Agency marketed Civic Facility Revenue Bonds for which the Foundation was the obligor. Repayment of the bonds were secured by the Foundation's Assets (which consisted primarily of the rentals generated by the Housing Projects.) George K. Baum & Company underwrote the thirty-year, fixed-rate, tax-exempt bonds. Standard & Poor's Corporation rated those bonds as investment grade obligations. Since acquisition, the projects have continued to produce positive cash flow. Part of the cash flow is being utilized to endow scholarships for the College and part is being reserved for the potential early retirement of the bonded indebtedness. The College is currently seriously considering financing the development of Phase II of its student housing.

SUNY Student Housing Project Financings

The State of New York at Buffalo has been a pioneer in the development of apartment style student housing which has been financed without recourse to the guaranty of the University, the housing system's revenues or SUNY. The University has utilized the following mechanism to finance a series of housing projects on its campus. The Alumni Association, which is a not-for-profit entity authorized by State Law to lease land from SUNY, leases a portion of the Campus from SUNY. It then sub-leases that parcel to the UB Faculty-Student Housing Corporation, another not-for-profit entity. The UB Faculty-Student Housing Corporation then becomes the obligor on tax-exempt revenue bonds,

which are issued in order to finance the construction of a new student housing project on the leased parcel. Only the revenues generated by the housing project secure repayment of the bonded indebtedness. The project's operator (SUNY) agrees to set rents at a level which will cover debt service (after paying all expenses of operation and the funding of all required reserves) by 1.2 times. As a result, the project is guaranteed to generate excess cash flow. That excess cash flow does not flow to SUNY but remains with the Housing Corporation for use as directed by the Campus. George K. Baum & Company has underwritten each of these project financings at UB and one, which was recently closed at SUNY College at Purchase. Providers rated AA or AAA by Moody's Investors Services and Standard & Poor's Corporation have insured each of those bond issues.

Ice Arena Financings

Many colleges and universities have given serious consideration to the construction of ice arena facilities on their campuses. Frequently, these institutions have been able to realistically project that the addition of such a facility and the implementation of an ice hockey program would have significant positive impact on enrollment and therefore cash flow. In other cases, independent feasibility studies have demonstrated a significant unmet need both by the institution and by the community at large for ice time.

SUNY at Morrisville

The State University of New York College at Morrisville, a two-year agricultural and technical institution, utilized the proceeds of tax-exempt Civic Facility Revenue Bonds to finance a major portion of ice arena project, which was to be constructed on its Campus. In this case, the proceeds of the Bonds addressed a gap between the amount of funding which was to be provided by SUNY and the actual cost of the project. The obligor on the bond issues is not the College or SUNY itself but rather the campus Auxiliary Services Corporation, a not-for-profit entity created pursuant to a contract with SUNY. The Auxiliary Service Corporation operated certain revenue generating facilities on the campus. Interestingly, it does not own those facilities (SUNY is the owner) and therefore, the Bonds are not secured by a mortgage on the ice arena.

George K. Baum & Company served a Placement Agent on the sale of non-rated bonds on behalf of the Auxiliary Services Corporation. The facility is complete and has been in successful operation since completion.

Jamestown Center City Development Corporation

Another example of an innovative financing structure to enable the construction of an ice arena facility is one that was utilized to provide financing for a two-sheet ice arena in Jamestown, New York. An independent, third party feasibility study was completed which demonstrated the strong demand by community organization, hockey clubs, youth leagues, etc., for an ice arena in the City of Jamestown. However, even with virtually continuous projected use by hockey clubs, associations and other users, the ice arena was projected to generate revenues, which would show a modest annual surplus after payment of operating costs, without consideration for repayment of debt service. A major regional private foundation, the Gebbie Foundation, agreed that it would become the guarantor on the repayment of tax-exempt, Civic Facility Revenue Bonds that were issues by the Chautauqua County Industrial Development Agency on behalf of the Jamestown Center City Development Corporation. That Corporation was a newly formed entity, which had no existing assets. On the strength of the Gebbie guaranty, George K. Baum & Company underwrote the Bonds, which were issued by the Industrial Development Agency. The arena is now in construction.

Capital Facilities Financings: Models for New York Community Colleges, which are "Outside of the Box"

Like many of higher education institutions which are growing in terms of their sophistication and diversity of program and purpose, community colleges are being increasingly viewed by management, the community at large and by governments and the private sector as potential partners in the implementation of economic development initiated and in the readaptation of facilities which are generally agreed to be under or inefficiently utilized.

The traditional approach to the financing of capital facilities with the SUNY system is to rely exclusively upon the funding of the public sector. However, if the economics of a particular project are strong enough, there are several other valid financing options, which may be available for consideration. As was discussed in the preceding pages, frequently, not-for-profit entities which have close relations with the host college have acted as the nominal owner and the obligor on tax-exempt bonds, which are issued to finance a special use or revenue generating facility which is in need of capital investment, but does not fit neatly within the public financing model. In most cases, the not-for-profits involved have been a foundation (or a subsidiary thereof) or an auxiliary service corporation. However, in at least one case with which I am familiar, a new not-for-profit was created in order to enable the construction of a new community college campus.

JCC Development Corporation

The Jamestown Community College was originally created by the State Legislature and sponsored by the City of Jamestown in Chautauqua County. Over time, in response to fiscal stress, sponsorship of the community college was shifted to the Counties of Chautauqua and Cattaraugus. The main campus of the College was located in Jamestown. The College pursued plans to build a separate campus in Olean, Cattaraugus County, for a total cost of \$32 million. Despite the fact that the State of New York was willing to provide 50% of the cost of the project and the Jamestown Community College Foundation committed to generate several million dollars to contribute toward the project, the Cattaraugus County did appropriate sufficient funding to provide for the full project need.

In response, an innovative structure was devised whereby the community college would grant an interest in its facility and a right to make and own improvements thereon to a newly created not-for-profit entity: the JCC Development Corporation. The JCC Development Corporation became the obligor on approximately \$5 million of Civic Facility Revenue Bonds, which were issued by the County of Cattaraugus Industrial Development Agency. (George K. Baum & Company served as investment banker and underwrite on this issuance.) The JCC Development Corporation then entered into a long-term lease for the campus with the Jamestown Community College. The annual lease payments were structured to pay for debt service on the bonds and the costs of operating the campus. Actual operation of the campus was contracted back to the Community College. The Community College was able to identify a source of reimbursement sufficient to cover these lease payments, the per annum capital charge back which is collected on behalf of non-resident students. At the conclusion of the financing, ownership of the campus will revert to the College. This structure was considered to be sufficiently strong that the bonds were rated as investment grade obligations by Moody's Investors Services ("Baa1") and therefore, the cost of the financing was extremely affordable.

Jamestown Community College Foundation, Dunkirk Campus

The Jamestown Community College had acquired a satellite campus in Dunkirk, New York wherein it provided certain automotive academic specialties. The Jamestown Community College Foundation, utilizing the proceeds of Civic Facility Revenue Bonds which were issued by the Chautauqua County Industrial Development Agency, refinanced the conventional mortgages which had been taken out to originally acquire the campus and to make further capital improvements thereto. The Foundation leases the campus to the community college and those lease payments are utilized to pay debt service

on the bonds, to pay for the cost of operations and to generate certain surpluses for the Foundation. The lease terms are fully approved by SUNY. George K. Baum & Company served as investment banker and underwriter on this issue. The strength of the banker and underwriter on this issue. The strength of the lease with the College was such that the bonds qualified for insurance from a rated ("AA") municipal bond insurer. As a result, the cost of the financing was reduced and the amounts realized by the foundation pursuant to the lease were maximized.

Resultants International, Inc. Alternative Revenue Recommendation #5

Develop aggressive grants and contracts capabilities.

Tactical Plan First Steps:

Administrative team considers creating office of grants and contracts and coordinating post-award efforts, thus serving the whole campus.

There are 15 major private foundations in Western New York.³

Here is a listing:

John R. Oishei Foundation
Community Foundation
Margaret L. Wendt Foundation
Foundation for Jewish Philanthropies
Statler Foundation
James H. Cummings Foundation
Seymour H. Know Foundation
The Children's Guild
East Hill Foundation
Galasso Foundation
Western New York Foundation
Baird Foundation
Robert J. Stransky Foundation
Fatta Foundation
First Niagara Bank Foundation

Resultants International, Inc. Alternative Revenue Recommendation #6

Provide strategic alignment of ECC programs with related community programs (e.g., ECC athletics with professional teams, ECC academic and technical programs with those in the private sector).

Tactical Plan First Steps:

Office of the President coordinate a plan to align ECC with community counterparts by developing a matrix of programs as community organizations that

³ Western New York Grantmakers Association Funders Directory

supply, benefit from or are similar to ECC programs. These constellations form the core for a development and partnership program.

Resultants International, Inc. Alternative Revenue Recommendation #7

Establish active alumni programs.

Tactical Plan First Steps:

New alumni office targets 'friend-raising,' before fund raising efforts initially.

Determine if students identify with graduation year, faculty, programs, or services at ECC and market accordingly.

Resultants International, Inc. Alternative Revenue Recommendation #8

Establish full range of institutional advancement and development programs, such as corporate giving, corporate sponsorships, planned giving, endowments and scholarships, naming rights, annual campaigns, and capital gifts.

Tactical Plan First Steps:

President and administration develop a business case for establishing an office of institutional advancement to coordinate all fund-raising efforts. The business case approach assures faculty input and creates a road map for creating a new administrative office, if it is warranted.

Resultants International, Inc. Alternative Revenue Recommendation #9

Market ECC capabilities and services.

Tactical Plan First Steps:

Administrative team approves messages and image for ECC and markets those to target audiences. Team also defines silent marketing opportunities, those that cost no money, but bring positive attention to the campus and defines at least five regional campaigns: workforce development, alumni accomplishments, faculty accomplishments, recruitment, and leadership for Buffalo-Niagara region.

Resultants International, Inc. Alternative Revenue Recommendation #10

Provide opportunities for faculty expertise in speaking, university-sponsored consulting, noncredit programs, and other initiatives.

Tactical Plan First Steps:

Administrative team develops speaker's bureau and faculty expert's bureau to promote the faculty to the community and the media.

Resultants International, Inc. Alternative Revenue Recommendation #11

Establish institutes and centers that are self-supporting.

Tactical Plan First Steps:

Administrative team reviews all existing centers and institutes and aligns them with academic programs, institutional priorities, opportunities for funding, and campus and community champions who might lead the entities.

Resultants International, Inc. Alternative Revenue Recommendation #12

Maintain excellent contacts and communication with local, county, state and federal officials.

Tactical Plan First Steps:

Administrative team reviews all legislative and governmental relations (existing and planned), aligns them with academic programs, institutional priorities, opportunities for funding, and individuals responsible.

Resultants International, Inc. Alternative Revenue Recommendation #13

Consider private development of college lands (e.g. ice rink, on-campus residences, multi-story buildings, hotels, restaurants, wind farm.)

Tactical Plan First Steps:

In concert with Facilities Initiatives, administrative team reviews all land use options and codifies them in a campus master plan (existing and planned). All plans are aligned with academic programs, institutional priorities, opportunities for funding, and individuals responsible.

Resultants International, Inc. Alternative Revenue Recommendation #14

Consider partnerships with private sector entities for construction and commercial development.

Tactical Plan First Steps:

Administrative team reviews all private sector potential partnerships (existing and planned), aligning them with academic programs, institutional priorities,

opportunities for funding, and individuals responsible. Explore using Amherst and/or Erie County IDA for assistance in the process.

Resultants International, Inc. Alternative Revenue Recommendation #15

Extend certification and noncredit programming.

Tactical Plan First Steps:

Administrators responsible develop list of best continuing education programs in community colleges in the US. Make appointments to meet with representative of these programs at national conferences and seek best practices. Survey regional business leaders and economic development specialists to assess needs for new programs. Align noncredit programs with centers. Align non-credit programs with partnerships with certification agencies.

Resultants International, Inc. Alternative Revenue Recommendation #16

Extended distance learning (DL) offerings, more evening and weekend programs, and more summer and intersession offerings.

Tactical Plan First Steps:

Administrators responsible develop list of best DL programs in community colleges in the US. Make appointments to meet with representative of these programs at national conferences and seek best practices. Survey regional business leaders and economic development specialists to assess needs for new programs. Align DL programs with centers and with academic programs. Align DL programs with partnerships with certification agencies.

Resultants International, Inc. Alternative Revenue Recommendation #17

Secure certification rights from appropriate agencies and companies (e.g., Microsoft, OSHA, SBDC)

Tactical Plan First Steps:

Administrators responsible develop list of certification agencies. Do due diligence to assess fit with ECC.

Resultants International, Inc. Alternative Revenue Recommendation #18

Create sale/lease models for buildings and/or building use.

Tactical Plan First Steps:

Administrators and appropriate legal staff develop templates for ECC sale and lease opportunities. Designate person in institutional advancement office to work with president to secure best long-term relationship. If no staff available, seek partnerships with regional commercial brokers, banks, economic development officers and others. Also develop a business case for using the land for a research park or other multi-tenant 'themed' usage.

Resultants International, Inc. Alternative Revenue Recommendation #19

Create partnerships with new and existing companies using academic venture capital, in collaboration with regional economic development and government agencies.

Tactical Plan First Steps:

Academic venture capital refers to an infusion of expertise, intelligence, knowledge or skills. Faculty and students both have academic capital and intellectual capital. Administrative team develops faculty and program capital bureau to promote the ECC's intellectual capital to the community and the media.

Resultants International, Inc. Alternative Revenue Recommendation #20

Expand ECC's service region into Canada and Western New York, capitalizing on the 9+ million people living within commuting distance.

Tactical Plan First Steps:

President works with appropriate constituents on both sides of border to identify markets and opportunities in Canada to develop ECC's presence there. In addition VPSA actively market and recruits Canadian students. This strategy links to having a regional presence.

Resultants International, Inc. Alternative Revenue Recommendation #21

Develop partnerships with regional and local economic development groups to provide services for businesses coming to the region.

Tactical Plan First Steps:

President assesses needs across the region for ECC services to integrate information, student hiring, workforce development and economic development. To this end, the president convenes an advisory council to discuss the future needs for the region and to assure ECC's leadership position in economic development.

Erie Community College Institutional Assessment/Feasibility Study Final Report May 2002

**Key for
Impact
Assessment
Tables**

Short term = 0-5 years
Long term = 5-15 years
Financial = Resource Impact
Internal = Effect on Faculty, Staff, and Administration
External = Effect on Students and Community

H = High
M = Moderate
L = Low

Alternative Revenue Impact Assessment							
SHORT TERM					LONG TERM		
Recommendation	Financial	Internal	External		Financial	Internal	External
1. Business and industry partnerships	H	H	H		H	H	H
2. Community partnerships	H	H	H		H	H	H
3. Educational Institution partnerships	L	M	H		H	H	H
4. Resource enhancement	H	H	H		H	H	H
5. Grants and contracts	L	H	L		L	H	L
6. Strategic alignments	L	M	H		L	M	H
7. Alumni programs	M	L	H		L	L	H
8. Institutional advancement office	H	M	M		M	M	M
9. Marketing plan	M	L	H		L	L	H
10. Faculty service	L	M	M		L	M	M
11. Institutes and centers	M	H	M		M	H	M
12. Political contacts	L	L	H		L	L	H
13. Land development	M	L	M		L	L	M
14. Commercial development	L	L	M		L	L	M
15. Continuing education	M	M	M		M	M	M
16. Distance learning	M	M	M		M	M	M
17. Certification programs	L	M	M		L	M	M
18. Building sale/lease	M	L	M		M	L	M
19. Business partnerships	M	M	M		M	M	M
20. Expanded service region	M	M	H		M	M	H
21. Economic development	L	L	M		L	L	M

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